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ABSTRACT

The structure of career education included in this curriculum guide for grades K-4 is intended to provide a comprehensive, sequential, and integrated approach, based on the eight elements of the Comprehensive Career Education model matrix (CCEM) adopted in Alabama. The eight elements are as follows: Self-awareness, educational awareness, career awareness, economic awareness, decisionmaking, beginning competency, employability skills, and attitudes and appreciations. Sample objectives, learning activities, and resources concerning each element are included for each grade level. The kindergarten level covers the areas of self, home, school, and community, and grades 1-4 cover language arts, math, science, and social studies. There are 8 activities for grade K, 23 for grade 1, 18 for grade 2, 14 for grade 3, and 17 for grade 4. (TA)

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ED141531

# CAREER EDUCATION CURRICULUM MODEL

## A GUIDE FOR TEACHERS

Grades K through 4

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# INTRODUCTION

This guide has been developed for classroom teachers, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, the model will provide a stimulus for integrating career education activities and goals into classroom subject areas. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; it is a beginning, to be used as a "launching pad" to more and better classroom career education objectives, activities, and resources.

This curriculum guide is intended to serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into the local education agencies. The State Department of Education has made the following statements of philosophy on Career Education:

"Career Education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, Alabama has adopted the following Comprehensive Career Education Model Matrix (C.C.E.M.):

ELEMENTS OF CAREER EDUCATION

K 6/7 9/10 12

Awareness - Exploration - Preparation

| | | |
|---|---|---|
| Self-Awareness | | - Self-Identity |
| Educational Awareness | | - Educational Identity |
| Career Awareness | Career Education, Home And Community Life | - Career Identity |
| Economic Awareness | | - Economic Understanding |
| Decision Making | | - Career Decisions |
| Beginning Competency | | - Employment Skills |
| Employability Skills | | - Employment Skills |
| Attitudes and Appreciations | | - Self -- Social Fulfillment |

(Hauck, September, 1971)

The structure of Career Education included in this curriculum model provides a comprehensive, sequential, and integrated approach, designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values and goals.

The structure provides for a conceptual change in the existing curriculum, rather than the addition of new courses. The structure meshes the academic subject matter ("knowing" cognitive domain), job employability and skill development ("doing" psycho-motor domain) and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages, or phases, beginning in the early grades with career awareness, progressing through exploration of career possibilities, and finally, moving into preparation for employment, job proficiency and career advancement.

This guide translates the eight elements of the CCEM into sample objectives, activities, and resources for grades K-4. Classroom teachers in these grades are encouraged to use these as developmental resource materials for planning other creative, instructional, career education objectives and activities.

Detailed definitions of each of the elements are as follows:

Self-Awareness: The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be titled self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.

Educational Awareness: The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and present world, and the changing world in which he will assume a more complete, productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles; the knowledge of oneself as a participant in education and training--one's learning style, pace capabilities and capacities; and the ability to select and evaluate educational avenues for the development of personal career plans.

Career Awareness: The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life, the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

Economic Awareness: The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system, as it relates to career development, and to the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

Decision Making: The entering student has some understanding of the decision making process, and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making with practice making decisions, and will come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions, to those which are increasingly irreversible, or reversible only at some cost of time, effort or monty. The student should reach a decision which represents a career direction-setting by grade ten, or early enough to provide for the development of entry-level skills in career planning prior to leaving school. Career decisions are defined as a career direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

Beginning Competency: Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written communication, the telephone, paintings, photography, and by buying devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by imitating sequences of individual or group activities, or by creating new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications, in order to provide for employment skills. Additionally, this development will feed into other elements of career education such as career identity, self-identity, and economic understanding.

Employability Skills: The element, employability skills, is concerned with locating and obtaining career placement, both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment.

Attitudes and Appreciations: The element, attitudes and appreciations, was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role, and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen, and thus provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work, with appreciations for his own role and the roles of others.

For easy reference to the units in the guide, two reference lists are provided. In the first reference list, units are referenced by subject area. In the second reference list, units are referenced by element. These reference lists should assist the teacher by providing an easy reference to all units.

Subject Area Reference


| Grade | Area of Study | Pages |
|---|---|---|
| K | Self | 1-2 |
| | Home | 3-4 |
| | School | 5-6 |
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| 1 | Language Arts | 9-12 |
| | Math | 13-17 |
| | Science | 18-25 |
| | Social Studies | 28-33 |
| 2 | Language Arts | 34-36 |
| | Math | 37-40 |
| | Science | 41-46 |
| | Social Studies | 47-51 |
| 3 | Language Arts | 52-55 |
| | Math | 56-57 |
| | Science | 58-60 |
| | Social Studies | 61-64 |
| 4 | Language Arts | 65-68 |
| | Math | 69-71 |
| | Science | 72-76 |
| | Social Studies | 77-81 |

Element Reference


| Grade | Element | Pages |
|---|---|---|
| K | Self-Awareness | 1 |
| | Decision Making | 2 |
| | Career Awareness | 3 |
| | Economic Awareness | 4 |
| | Educational Awareness | 5 |
| | Skill Awareness | 6 |
| | Appreciations and Attitudes | 7 |
| | Employability Skills | 8 |
| 1 | Self Awareness | 9, 13, 26 |
| | Decision Making | 12, 15, 22, 29 |
| | Career Awareness | 20, 28 |
| | Economic Awareness and Employ-Ability Skills | 10, 11, 14, 21 |
| | Educational Awareness | 10, 19, 27, 30 |
| | Skill Awareness | 16-18, 23 |
| | Appreciations and Attitudes | 25, 33 |
| 2 | Self Awareness | 41, 47 |
| | Decision Making | 35, 40 |
| | Career Awareness | 34, 38-39, 43, 45, 50 |
| | Economic Awareness and Employ-ability Skills | 44, 49 |
| | Educational Awareness | 34, 37, 42, 48 |
| | Skill Awareness | 36 |
| | Appreciations and Attitudes | 46, 51 |
| 3 | Self Awareness | 52, 61 |
| | Decision Making | 54, 63 |
| | Career Awareness | 53, 58 |
| | Economic Awareness and Employ-ability Skills | 52, 54, 57, 59 |
| | Educational Awareness | 55-56, 62 |
| | Skill Awareness | 55, 60 |
| | Appreciations and Attitudes | 53, 64 |
| 4 | Self Awareness | 65 |
| | Decision Making | 68, 73, 80 |
| | Career Awareness | 65, 72, 78 |
| | Economic Awareness and Employ-ability Skills | 66, 67, 71, 75, 79 |
| | Educational Awareness | 66, 77 |
| | Skill Awareness | 68, 69, 70, 74 |
| | Appreciations and Attitudes | 67, 76, 81 |

KINDERGARDEN

ELEMENT REFERENCE Self-Awareness

AREA Kindergarten - Self

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand the rights and responsibilities of the individual by physically performing a predetermined number of tasks at home and at school.<br><br>Teacher Notes and/or Suggestions: | 1. Identify tasks of students at home.<br>2. Discuss attitudes and habits necessary for all tasks.<br>3. Put away toys, water flowers; straighten books on the shelves.<br>4. Participate in games, art activities, music activities.<br>5. Play "family" -- each child responsible for certain chore.<br>6. Request parents to assign each child a task to do at home. Have parent keep a record for one week on whether the child performs the task, and how well he does it. Allow child to tell classmates about his task.<br>7. Assign housekeeping jobs. Talk about how jobs make people happy or comfortable. Evaluate the housekeeping task results at school. Give recognition to those who have completed the tasks successfully and assistance to those who need further guidance. | 1. Teacher-made charts: "Do you help?" (Things I can do at school to help)<br>2. Making Music Your Own (Book) Silver, Burdette Pub. Co.<br>3. A Job for Joey (Book) Adventures in Living (Storybooks Series) Western Pub. Co. |

ELEMENT REFERENCE Decision Making
AREA Kindergarten - Self

| Objective | Selected Activities | Resources |
|---|---|---|
| After being exposed to a set of conditions, the student will demonstrate his awareness of cause and effect in making decisions by selecting an appropriate decision from a list of alternatives.<br><br>Teacher Notes and/or Suggestions: | 1. Play "Duck, Duck, Goose," "Cat and Rat," "Farmer in the Dell," etc.<br><br>2. Allow freedom of selection from an assortment of toys.<br><br>3. Talk about selections of foods, clothing, and other choices which reflect individual feelings and values.<br><br>4. Play shopping games with children telling why they made certain selections.<br><br>5. Provide free-choice periods in which activities are related to a desire of the child.<br><br>6. Prepare material to teach at the appropriate time and level of development. Utilize art materials. Role play "What I Want to be When I Grow Up"--tell why certain choice was made. Have goal-setting activities each day; let student choose.<br><br>7. Establish various learning centers and play areas to allow freedom of choice.<br><br>8. Allow free choice to give vent to their creativity in art activities. | 1. Theodore (Book) Parnassus Press Pub. Co.<br><br>2. Making Music Your Own (Book) Silver, Burdette<br><br>3. I Like (Book) Robinson, Helen; Scott, Foresman and Co. Pub. |

ELEMENT REFERENCE Career Awareness

AREA Kindergarten - Home

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to name all the members of his/her family and the jobs which they perform.<br><br>Teacher Notes and/or Suggestions: | 1. Discuss parents' work. Tell how their parents can and do work to provide family needs.<br><br>2. The teacher will conduct a circle discussion, using flannel board to introduce family members and their roles.<br><br>3. Children will role play family relationships.<br><br>4. Students will cut and paste pictures of family members from magazines.<br><br>5. Draw family portraits with each child giving an oral description of family member shown.<br><br>6. Help each child to form his home address using pre-cut numerals. As the address is learned, provide a pre-cut house for display on bulletin board.<br><br>7. Role play activities depicting home situations (behavior control in group settings).<br><br>8. Show filmstrips, "What Else Does Mother Do?" and "What Else Does Father Do?"<br><br>9. Provide adult clothes for role playing family relationships.<br><br>10. Role play different members of family, with role discussion and role dependence being emphasized.<br><br>11. Complete sentences such as, "My mother helps me to . . ." "Daddy expects me to. . .", "My brother and I. . .".<br><br>12. Form sharing circle for telling how family members help each other with tasks. | 1. Flannel board<br><br>2."Members of the Family" (Instructo)<br><br>3. "The Negro Family" (Instructo)<br><br>4. Father is Big, The Biggest House, The Littlest House (Bomar Early Childhood Series 1967), Bowmar Pub. Corp. Glendale Calif. 91201<br><br>5."Home and Community Helpers" Edu-Craft Educational Films<br><br>6. "What Else Does Mother Do?" Edu-Craft Educ. Films<br><br>7."What Else Do Fathers Do?" Edu-Craft Educ. Films. |

ELEMENT REFERENCE Economic Awareness
AREA Kindergarten - Home

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand economic benefits associated with working by naming reasons why people work.<br><br>Teacher Notes and/ or Suggestions: | 1. Role play use of "piggy bank" at home. Simulate bank experiences of depositing and withdrawing savings to buy something. Compare what can be bought with 5 cents now and 50 cents or a dollar at some later time.<br><br>2. Identify things money can buy. Relate the amount of work required to earn money to purchase materials. Discuss "Why my father, mother, or friend works."<br><br>3. Discuss necessities that we can buy, and things we would like to have that are not necessities.<br><br>4. Attempt to divide ten pieces of wrapped candy among twenty class members. (Have ten pieces of candy in reserve so that all class members will have candy after this demonstration of demand exceeding supply.)<br><br>Permit class members to swap or trade pieces of wrapped assorted candy in order to get the flavor each person likes.<br><br>5. Set up grocery store with toy register and play money.<br><br>6. Distribute five pennies to five class members. Determine whether to buy something or to keep (save) the money.<br><br>7. Visit a bank. Read stories about banks. View newspaper and magazine advertisements showing banking operations. Watch public television for a segment on banking. | 1. Bank deposit and withdrawal slips<br><br>2. Wrapped candy<br><br>3. Grocery store materials; cash register, play money, canned and boxed goods<br><br>4. Pennies<br><br>5. Field trip to local bank<br><br>6. Pelle's New Suit (Book) Harper and Row Pub. Co.<br><br>7. "Family Members" Singer Society for Visual Education |

ELEMENT REFERENCE Educational Awareness

AREA Kindergarten - School

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will recognize that learning is a continuous interrelated process occurring inside and outside of school by telling the class one thing he has learned at home and one thing he has learned at school.<br><br>Teacher Notes and/ or Suggestions: | 1. Identify tasks learned at school and at home, such as hanging up coats, putting things away, caring for plants and animals. Discuss how the tasks performed at school relate to jobs at home.<br><br>2. Set up area experience centers in classroom; relate outside experiences to school experiences through show-and-tell discussion, making own films and pictures (if possible), drawing and painting.<br><br>3. Talk about reasons for coming to school.<br><br>4. Play games at school and home; list responsibilities at school and at home.<br><br>5. Demonstrate proper use of telephone. Role play sick pet experience; call veterinarian for appointment to bring sick pet to be checked. Relate this experience to home experience.<br><br>6. Read stories and plan activities about different occupations that require reading, writing and numbers. | 1. Telezonia Program from South Central Bell Telephone Co.<br><br>2. Let's Go to School (Book) Emmons<br><br>3. "Instructo" (flannel board aides)<br><br>4. "Family Fun" (filmstrip) Singer Society for Visual Education<br><br>5. Teacher made charts: "Do You Help?" (Things I can do at home to help) "Helping Hands" (Things I can do at school to help keep it nice and clean)<br><br>6. Let's Go to School (Book) Buchneimer, Naomi; Putnam Pub.Co. |

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Kindergarten - School

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will demonstrate an appreciation for the work of others by differentiating each school worker and his special job.<br><br>Teacher Notes and/or Suggestions: | 1. Discuss with children the different workers. See what they know, and make a list of what they would like to know.<br><br>2. Observe school workers in their work areas.<br><br>3. Invite each worker (custodian, bus driver, cook, secretary, principal, policeman, etc.) to visit and talk about what he does, bringing as many of his "tools of the trade" as possible.<br><br>4. Play Match-Ups. Match people with their jobs.<br><br>5. Let one child act out roles of different workers. Let one group guess who he is. Bring out dependency relationship to total school program.<br><br>6. Bring in equipment used by different workers. Let group classify items according to workers.<br><br>7. Utilize discussion periods, play-acting, and observation to portray daily tasks performed in the school.<br><br>8. Have "school career day" for children to "see and experience" jobs of school personnel. | 1."What's in Your School?" (filmstrip)<br><br>2."Who Comes to Your School?"(filmstrip)<br><br>3."Teacher's Helpers You Don't See" (filmstrip)<br><br>4."People Make A School Go"(filmstrip)<br><br>5."Home and Community Helpers"(Posters) Instructo |

ELEMENT REFERENCE Appreciations and Attitudes

AREA Kindergarten - Community

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand the importance of each individual in the functioning of the community by naming three community helpers and telling why their work is important.<br><br>Teacher Notes and/ or Suggestions: | 1. Play games such as:"Guess Who I Am," "What If?," "I Wish I Were," "What My Friend Can Get Me to Do."<br><br>2. Show pictures of people working or doing things together Take field trip into community to observe people working together.<br><br>3. Invite community helpers to class to discuss their jobs and responsibilities.<br><br>4. Prepare display of tools and equipment, letting children identify occupations represented.<br><br>5. Have a circle discussion about each community helper, using teaching pictures with stories and questions.<br><br>6. Teacher will prepare paper-bag puppets of each community helper. Students will choose one puppet and put on a puppet show to demonstrate the importance of each helper's role in the community. Prior to the puppet show the children will cut and color faces and hats to paste on the puppets. | 1."Community Helpers in Home and Community" (Poster) Cook,David C. Pub.<br><br>2. "Tools - Whose?" (filmstrip)<br><br>3. "Who Comes to Your House?" (filmstrip)<br><br>4. "Who Comes to Your School?"(filmstrip)<br><br>5. "You Just Passed Somebody "(filmstrip)<br><br>6. "People Who Work for You"(filmstrip)<br><br>7. "Making Our Laws Work" (filmstrip)<br><br>8. "Some Things on the Highway" (filmstrip)<br><br>9. "The Wonderful World of Work"(filmstrip) |

ELEMENT REFERENCE Employability Skills
AREA Kindergarten - Community

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will verbally identify ways in which he has shared or cooperated with someone in order to complete a task.<br><br>Teacher Notes and/ or Suggestions: | 1. Provide free play with students choosing playmates. Complete a work or play assignment in groups. Analyze the differences involved in playing and in working together.<br><br>2. Make recordings of children at work, at play, at rest. Play back. Discuss the sounds associated with children working together.<br><br>3. Work in small groups on murals, skits, plays, cleaning chores.<br><br>4. Issue equipment and/or materials to each individual to be used by him for a period of time. Through a group discussion, reinforce his right to use.<br><br>5. Practice such social skills as good manners, taking turns, and recognizing feelings of others.<br><br>6. Introduce classroom housekeeping tasks. Choose tasks which need to be performed both by individuals and by groups.<br><br>7. Obtain a class pet, and allow the students to feed and take care of it.<br><br>8. Form sharing circle for telling about how family members help each other with tasks. | 1. "Teaching Pictures about Human Relations"<br><br>2."Helping + Sharing," Songs for Flannel Board, David C. Cook Pub. Co.<br><br>3. No Room for Freddy Roit, Seymour; (Adventures in Living Storybooks Series) Western Pub. Co. |

# FIRST GRADE

ELEMENT REFERENCE Self-Awareness

AREA Grade 1 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will learn about the importance of self, as an individual, and as a group member, by participating in several activities centering on physical attributes of self and others.<br><br>Teacher Notes and/ or Suggestions: | 1. Using a chart of physical characteristics, the teacher will record the students' identification with the following five physical traits: height, weight, color of hair, color of eyes, sex.<br><br>2. The students will name three ways in which they are like other members of their class. Discuss physical characteristics.<br><br>3. The students will draw pictures of themselves as they look at the present time and as they think they will look when they grow up.<br><br>4. The students will print their first name to accompany their drawing display. | 1. Teacher-made chart<br><br>2. Learning Tree Filmstrip: "You're the Only You" (4 films with cassettes) |

ELEMENT REFERENCE Educational Awareness and Employability Skills

AREA Grade 1 -- Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will recognize that the basic educational skills are necessary in both the classroom and in most occupations by naming 5 workers and a basic skill used by each.<br><br>Teacher Notes and/ or Suggestions: | 1. The students will hear workers of different occupations discuss in the classroom the duties they perform and the need for reading, writing, and numbers in performing these duties.<br><br>2. The students will name 5 workers who often use reading and/or writing in their jobs.<br><br>3. The students will name 5 workers who often use numbers in their jobs. | Workers from the community |

ELEMENT REFERENCE Economic Awareness

AREA Grade 1 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will participate in the process of the exchange of goods and services.<br><br>Teacher Notes and/or Suggestions: | 1. The class will visit the local pet shop and talk with the pet shop worker about the cost and care of the selected pet.<br><br>2. The students will plan to perform work tasks at home which parents can reward with pay. Money will be collected and saved daily by the teacher, in order to gain enough reserve for the purchase of a pet by the class.<br><br>3. The class will make nominations for the selection of two students to purchase the pet, and determine the two students by voting on the nominees. | Pet shop |

ELEMENT REFERENCE Decision Making
AREA Grade 1 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will experience personal decision making by selecting an appropriate pet for the classroom.<br><br>Teacher Notes and/ or Suggestions: | 1. The students will name their favorite pets.<br><br>2. The students will determine which of these pets would be appropriate for the classroom (cost, size of pet, care required etc).<br><br>3. The students will suggest names for the pet by printing the names on the board. A name will be chosen by a class vote. | Chalkboard |

ELEMENT REFERENCE Self Awareness

AREA Grade 1 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand, accept and respect his own uniqueness as a result of learning and growth and maturation, by comparing and contrasting his own characteristics with those of his classmates.<br><br>Teacher Notes and/ or Suggestions: | 1. Naming and counting the kinds of teeth. Counting the number of times a day teeth need brushing. Counting the number of times a year we should visit the dentist.<br><br>2. Discuss money allowances you receive. Tell what you do to earn the allowance and how you spend it.<br><br>3. See-saw with different partners. Talk about relationship between size and where one sits.<br><br>4. Weigh and measure students. Have each student record his statistics, then have each child make a life size figure of himself out of cardboard, with butcher paper. Have Class discussion comparing size and measurements of figures. Use vocabulary relating to math (less than, more than, tall, taller, tallest, smallest, largest).<br><br>5. Let each child count the members of his own family. Pupils may compare families by adding and subtracting.<br><br>6. Count all of the duties each child has at home.<br><br>7. Count all the possible jobs that the children know.<br><br>8. Discuss hobbies of students, incorporating the possibility of math skills involved (baseball batting average). | 1. Your Wonderful Teeth (Book) Gossett & Dunlap Pub. Co.<br><br>2. About Jack's Dental Check-Up (book) Melmont Pub. Co.<br><br>3. "The Case of the Missing Tooth" (Film) American Dental Association<br><br>4. "Dental Health, Now and Why" (film) American Dental Ass.<br><br>5. See-Saw (on playground<br><br>6. Cardboard, butcher paper, crayons<br><br>7. Scale and tape measure |

ELEMENT REFERENCE Economic Awareness

AREA Grade 1 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand the basic concepts of money, goods and services as evidenced by his ability to exchange money for goods and services in a role-play situation.<br><br>Teacher Notes and/or Suggestions: | 1. Display play money of different "values." Show and tell about coins and paper money.<br><br>2. Provide a country store setting for the students. Have one student sell several items to another. Then let the class name the skills that were needed to make the sale.<br><br>3. Buy and sell stamps; count items in a display; count number of personnel in the various jobs, etc.<br><br>4. Read a story about the production of milk. Discuss and share feelings (demands--likes or dislike) concerning milk. Discuss what happens when you do not drink all your milk (supply exceeds demand).<br><br>5. Read a story to the class which describes barter or trade.<br><br>6. Bring objects or items to class which were made or manufactured in another country. Discuss how these objects got into our hands.<br><br>7. Have children count their lunch money and explain what they buy with this money, and, if possible, the cost of each item. Invite the cafeteria manager to assist in the discussion.<br><br>8. Make field trips to the grocery store, bank, or other places where money is being used. | 1. Play money (coins and bills)<br><br>2. "How Come Things Cost Money?"(filmstrip)<br><br>3. "Moving Money" (filmstrip)<br><br>4. "Making A Sale" (filmstrip)<br><br>5. "Stores Along The Street"(filmstrip)<br><br>6. "Community Helpers: What can money do?" Multi-media Kit, The New York Times<br><br>7. Community Resource (a supermarket)<br><br>8. Rider, Alex When We Go to the Store (Funk-Wagnalls Pub. Co., 1968) |

ELEMENT REFERENCE Decision Making

AREA Grade 1 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will become aware of the decision-making process as illustrated by his ability to choose between spending or saving money that has been earned.<br><br>Teacher Notes and/ or uggestions: | 1. Invite a resource person in to discuss jobs performed by laboring and professional people. Point out the different salaries made by them.<br><br>2. Role play positions of bus driver, policeman, teacher, cook, and newspaper carrier. Discuss what they get for working.<br><br>3. Plan: prior to the date of some type of school entertainment, show how a nickel or dime saved each day can be accumulated to the amount of a ticket--rather than spending this amount each day.<br><br>4. Read a story about a person who saved his money for a specific purpose.<br><br>5. Read stories about people at work and discuss what investments (education, efforts, money) were necessary to perform that job.<br><br>6. Volunteers tell about why they save money.<br><br>7. Plan a visit to the bank. Before the visit, bring any savings to make a deposit. Ask bank employees about reasons for saving money.<br><br>8. Discuss what necessities and luxuries families buy with earned money.<br><br>9. Play "Buying and Saving Game" in which students are allowed to buy daily or save and buy at the end of the week. (Be sure end-of-week item is more valuable | 1. Community Helpers: "What Can Money Do?" Multi-Media Kit, The New York Times<br><br>2. "How Come Things Cost Money?" (filmstrip) |

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 1 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will recognize the importance of mathematics in the world of work as evidenced by his ability to role-play situations in various occupations that require math skills.<br><br>Teacher Notes and/or Suggestions: | 1. Invite people of different occupations to talk with children about the duties they perform and the need for numbers in performing them. (Such as postmaster, grocery store cashier, banker, etc.)<br><br>2. Using play dough, have students divide into groups and make "cookies" from predetermined recipes.<br><br>3. Have each student explain one way in which his mother or father uses numbers in his job.<br><br>4. Discuss pictures of workers found in a grocery store (cashier, manager, meat packer, etc.)<br><br>5. Have teacher explain how she uses numbers everyday in her job.<br><br>6. Have each student select a favorite occupation, dress like the worker, and role play a situation in which the particular worker uses numbers. | 1. "The Grocery Boy" (filmstrip)<br><br>2. "Drug Store Workers" (filmstrip)<br><br>3. "Supermarket Workers" (filmstrip)<br><br>4. Books: Green, Carla; Chicago: Children Press<br><br>I Want To Be A Bus Driver 1957<br><br>I Want To Be A Carpenter, 1959<br><br>I Want To Be A Dairy Farmer, 1957<br><br>I Want To Be A Dentist 1960<br><br>I Want To Be a Doctor 1955<br><br>I Want To Be a Farmer 1959 |

ELEMENT REFERENCE _____

AREA _____

| Objective | Selected Activities | Resources |
|---|---|---|
| | | I Want To Be A Fireman 1959<br>I Want To Be a Mechanic 1959<br>I Want To Be A Nurse 1957<br>I Want To Be A Pilot 1957<br>I Want To Be A Policeman 1958<br>I Want To Be A Postman, 1958<br>I Want To Be a Storekeeper 1958 |

ELEMENT REFERENCE Self Awareness

AREA Grade 1 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will learn about the importance of "self" as an individual, and as a worthy member of groups, by role playing or group interaction.<br><br>Teacher Notes and/ or Suggestions: | 1. After a science field trip to a doctor's office, the students will draw pictures of the duties performed by the various workers. and explain their pictures to the class.<br><br>2. Use puppets and present a play about the workers of the hospital.<br><br>3. Guided discussion about (1) feelings, (2) causes of behavior, (3) responsibility, and (4) individual differences.<br><br>4. Make a chart listing acceptable behavioral traits of classroom citizens.<br><br>5. Make a Picture Book - have students begin "A Book About Me," (Use "Focus on Self-Development, Stage One: Awareness" - SRA Kit.) | 1. Puppets representing hospital workers<br><br>2. Poster paper<br><br>3. "Focus on Self-Development, State One: Awareness" (SRA Kit) |

ELEMENT REFERENCE Educational Awareness

AREA Grade 1 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand the similarities and differences between home roles and school roles by identifying tasks learned at school that are performed at home.<br><br>Teacher Notes and/or Suggestions: | 1. Display pictures of dentists with their patients. Have students look at pictures.<br><br>2. Invite a dentist to visit the class. Help the pupils decide what questions will be asked.<br><br>3. Have students listen to the dentist, watch him demonstrate how to brush teeth correctly, ask questions. Using cardboard model, demonstrate how we brush our teeth. Teach that we brush our teeth in the morning, after meals, and at night.<br><br>4. After studying proper health practices such as brushing teeth, bathing, etc., assign students a home project of keeping a record of when they carry out these practices. Time limit may vary from three days to one week. | 1. Various media on proper health care<br><br>2. Local dentist |

Did I Brush My Teeth?

| Name | | | | |
|---|---|---|---|---|
| | Morning | Noon | Night | |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

ELEMENT REFERENCE Career Awareness
AREA Grade 1 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will identify self-implemented tasks that would keep the school, home, and community clean. Also identify workers who keep these places clean.<br><br>Teacher Notes and/ or Suggestions: | 1. Discuss with students how they keep school, home, and community clean. Then have them draw pictures showing ways they can keep these places clean.<br><br>2. Have resource persons visit the classroom to explain their jobs in keeping the school or community clean; (for example, sanitation workers, Public Health Department, and city government officials. | 1. Community resource person<br><br>2. Posters |

ELEMENT REFERENCE Economic Awareness

AREA Grade 1 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will learn about the exchange of goods and services by classifying science-related careers into their proper economic bracket.<br><br>Teacher Notes and/or Suggestions: | 1. Select pictures showing individuals engaged in several different science occupations. Develop a "Who Am I?" activity. Tell what work the individual(s) does. Determine which occupation provides the greatest income. Arrange pictures from highest to lowest income.<br><br>2. Invite a resource person in to discuss jobs performed by laboring and professional people. Point out the different salaries made by them.<br><br>3. The following questionnaire will show how all careers are interdependent in the exchange of goods or services:<br><br>Ask the children to supply the missing word.<br><br>a. When the mechanic is sick, he calls the _____.<br>b. When the doctor needs a loaf of bread, he goes to the _____.<br>c. When the Grocer's store is on fire, he calls the _____.<br>d. When the fireman has a toothache, he calls the _____.<br>e. When the dentist wants a house built, he calls the _____.<br>f. When the carpenter needs medicine, he goes to the _____.<br>g. When the pharmacist wants milk delivered to his house, he calls the _____.<br>h. When the milkman wants his trash picked up, he calls the _____.<br>i. When the garbageman wants his car fixed, he calls the _____. | 1. Magazine pictures<br><br>2. Community resource persons<br><br>3. Teacher-made questionnaire |

ELEMENT REFERENCE Decision Making
AREA Grade 1 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand the consequences of personal decision making by researching science-related careers and choosing the one he would be most interested in working in.<br><br>Teacher Notes and/ or Suggestions: | 1. Listen to records on different science jobs.<br><br>2. Set up learning centers with pamphlets, books and pictures of science related careers.<br><br>3. Let students role play the job they would most like to have. | 1. Media related to science jobs (records, pamphlets, books, pictures) |

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 1 - science

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will develop skills in reading, writing, listening, and talking by utilizing these basic skills to achieve success in a required science activity.<br><br>Teacher Notes and/ or Suggestions: | 1. The teacher reads a book about a science career to the class. The students listen to the story and discuss it afterwards. Some examples of such books are:<br><br>Carla Green's Doctors and Nurses-What They Do<br>Animal Doctors: What Do They Do?<br><br>L. Henroid's I Know A Zoo Keeper<br><br>Jeanne Rowe's City Workers<br><br>After the class discussion the students can write their own versions of the book, and draw an illustration. Stories and illustrations should be posted on a bulletin board for all students to see. | Primary books on science careers |

ELEMENT REFERENCE Employability Skills
AREA Grade 1 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will acquire the ability to develop rules with others, accept directions, and take responsibility, by assuming leadership of a group and by completing a set number of tasks.<br><br>Teacher Notes and/or Suggestions: | 1. In stressing coordination, maturation, and following directions, the following activity is beneficial:<br><br>Set up a variety of experiences on following directions. Call for volunteers. At first, give only one direction at a time; then two; next three; and then four: "Smile; put your hands together behind your back; take six steps forward; pick up a pencil with your right hand." Let the rest of the class decide whether the directions have been followed exactly. Another time, use this one: "Tap on your desk twice; clap four times; nod your head once."<br><br>2. Divide class into groups of three to construct an "Add-a-Science Helper Train", with one member of the group being the leader. Provide students with a list of science careers and related reference material. This is a good bulletin board display. Each car may be made from construction paper or milk cartons. As a new helper is studied he is made with a list of tools and equipment he uses written on his back and put inside a car with his name and place of work written on the car.<br><br>3. Read a nature story to the children. Select a group to plan and act out the story.<br><br>4. Play and talk about games such as tag, circle ball, squirrels in the trees, rhythms, dodge ball, club match, and other organized games. Describe how classmates make it possible to play these games. | 1. Various media or science helpers<br><br>2. Nature story |

ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 1 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will learn to appreciate all science-orientated personel in the school by identifying ways in which these individuals help them.<br><br>Teacher Notes and/ or Suggestions: | 1. Tour the building and meet the science-oriented personnel and see them at work. (school nurse, science teacher, dieticians, sanitation workers)<br>2. Draw pictures to illustrate the work done by each staff member.<br>3. Write a story about each science-oriented worker.<br>4. Make a class book, "Our Science Helpers."<br>5. Invite various science resource people to the classroom to talk about the duties they perform. | Science-resource persons in the school |

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ELEMENT REFERENCE Self Awareness

AREA Grade 1 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to name 5 ways in which he is like his peers, and five ways in which he is different.<br><br>Teacher Notes and/ or Suggestions: | 1. Decorate bulletin board with self-portrait pictures.<br><br>2. Make stick men or puppets.<br><br>3. Make child's footprint or handprint on white paper with tempra paint or crayons.<br><br>4. Select a school in another country and exchange pictures and letters.<br><br>5. Group objects according to similarities and differences.<br><br>6. Make a language experience chart - "Who Am I?" "What I Look Like". | 1. Who Am I? Scott Foresman Pub. Co., Level 11<br><br>2."Getting to Know Me,"Singer Education and Training Products (Kit) Brothers, Aileen; Follet Pub. Co.;1970 |

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ELEMENT REFERENCE Educational Awareness

AREA Grade 1 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to list five things he has learned at home, and five things he has learned at school.<br><br>Teacher Notes and/ or Suggestions: | 1. The class will make experience charts, in picture form showing things that are alike in the home and school and things that are different.<br>2. Do a skit on what parents teach their children in their home.<br>3. Have two children role play older and younger children and show what each might teach the other.<br>4. Compare the ways in which animals learn and the ways in which children learn (a good time to discuss the dog trainer).<br>5. Discuss and pantomime things learned at home and at school. | Schools and Learning: "Learning Is My Job"(1967) 10 minutes (cGH) Color and b/w (film) |

ELEMENT REFERENCE Career Awareness

AREA Grade 1 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to portray through drawing and/or role playing the occupation he/she chooses at this particular time.<br><br>Teacher Notes and/or Suggestions: | 1. List community helpers on chalkboard and explain their role in the community.<br><br>2. Demonstrate the use of study prints: My Community<br><br>3. Collect pictures of persons involved in different types of work and place pictures on poster paper, along with pictures or cutouts of tools that are required to do the task.<br><br>4. List duties and rewards of various careers.<br><br>5. Have some community helpers visit school and talk to the students about their jobs.<br><br>6. Design a community from milk cartons, using paper dolls for community helpers. | 1. My Community BFA Educational Media (study prints)<br><br>2. "The Postman"<br>"The Mailman"<br>"The Policeman"<br>"Fire Department"<br>(SVE Sets)<br>(filmstrips) |

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ELEMENT REFERENCE Decision Making
AREA Grade 1 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will experience decision making by choosing to perform a job in the classroom and by carrying out the responsibilities of that job for one week.<br><br>Teacher Notes and/ or Suggestions: | 1. Each student will draw a picture about or tell a story about some task he was taught by his parents, and will discuss some good working habit he learned from the task.<br><br>2. After students perform a chosen task in the classroom, discuss what each of them does (note both pleasant and unpleasant aspects of the duties), and in what ways this worker helps the other students in the class. Other questions pertaining to each worker could include the following; (a) Did I make the right decision? (b) If not, did I fulfill my obligations until other arrangements could be made? (c) What would have happened if I had quit in the middle of the stream? | Beginning responsibility: "Being on Time" (Cat. 1970) 10 minutes, (COR) color or B/W (film) |

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 1 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to locate a country on a globe or map and give three examples of its natural features.<br><br>Teacher Notes and/ or Suggestions: | 1. Write the name of the country on the board and read it to the children.<br><br>2. Discuss the natural features of the country.<br><br>3. Compare a map of the state you live in with a map of the country under study. Discuss size.<br><br>4. Make a map puzzle of the country by drawing a map of the country on cardboard and cutting it into pieces. Let the students put it together.<br><br>5. Compare the schools in our country with the schools in the country under study. Are there certain basic skills that are needed for success? Are the basic skills similar? | Globes or maps |

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ELEMENT REFERENCE Employability Skills
AREA Grade 1 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to name three rules his/her family has made and will give a purpose for each.<br><br>Teacher Notes and/or Suggestions: | 1. Make a chart to see if all families have the same rules. Role play the following situations: A child's overnight guest wants to stay up late to watch television. Have four children pretend they are the mother, father, son or daughter and the guest. Discuss rules to follow.<br><br>2. Have the class list five rules that they all follow. Then help them prepare a bulletin board illustrating each rule.<br><br>3. Have the children predict what kind of rules they might make for their own children.<br><br>4. Have the children predict and explain what kinds of rules they might have to follow when they take care of younger children. Why?<br><br>5. Children might enjoy painting a picture of their family obeying a rule.<br><br>6. Help the children make individual self-evaluation charts to take home. Example. | Beginning responsibility: Rules at School (1964) 11 minutes, (COR) Color and B/W, (film) |

| RULES | MON. | TUES. | WED. | THURS. | FRI. | SAT. | SUN. |
|---|---|---|---|---|---|---|---|
| Put toys away | | | | | | | |
| Hang up clothes | | | | | | | |
| Be on time for meal | | | | | | | |
| Go to bed on time | | | | | | | |

Color the squares green for yes and red for no.

ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 1 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to identify pictures of five school workers and give two duties of each.<br><br>Teacher Notes and/ or Suggestions: | 1. Read books and stories about workers in the school and family.<br><br>2. Write a play about a teacher and her class, and act it out.<br><br>3. The children and the teacher make language experience charts about workers in the school and family workers.<br><br>4. Play "Who Am I"game letting the children make up the questions. Give each child a name of a school worker. Have child pantomime his work and the class guesses "Who he is."<br><br>5. Let the children draw pictures of school workers and describe them with written phrases or sentences.<br><br>6. Let children make and present a simple puppet show on school workers and family members.<br><br>7. Let the children match words with pictures of the equipment in the secretary's office.<br><br>8. Sing songs about school workers such as:<br>"Secretaries'Song"<br>"We Go to School"<br>"Mary Had a Little Lamb"<br><br>9. Make a model of the school.<br><br>10. Draw cardboard silhouettes of school workers and let the children dress them. | 1. Rewe, Jerome A. A Trip Through the School, Franklin Watts, Inc.Pub.Co. 1959<br><br>2. Greene, Carla, I Want To Be a Teacher, Children's Press Pub.Co.1968<br><br>3. Baker, Eugene, I Want To Be a Secretary, Children's Press Pub. Co., 1969 |

# SECOND GRADE

ELEMENT REFERENCE Career Awareness - Educational Awareness

AREA Grade 2 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will relate basic skills development to life roles within the home and the school.<br><br>Teacher Notes and/ or Suggestions: | 1. The students will list the names of three persons from whom they will learn how language arts skills are used in their jobs.<br><br>2. The students will share with the class the information received.<br><br>3. The students will write the titles of two jobs and one language arts skill necessary for each job. | |

ELEMENT REFERENCE Decision Making

AREA Grade 2 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will recognize alternatives to problems and express them orally and in writing.<br><br>Teacher Notes and/or Suggestions: | 1. The teacher will discuss with the class an existing problem at school.<br><br>2. The students will respond orally with suggested solutions.<br><br>3. The students will write a sentence telling the contribution they could make toward solving the problem.<br><br>4. The students will relate this learning experience to possible problems encountered in the world of work. | |

ELEMENT REFERENCE Skill Awareness

AREA Grade 2 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be introduced to a variety of communication media and their utilization.<br><br>Teacher Notes and/or Suggestions: | 1. The students will talk about the many parts of a newspaper<br>2. The students will visit a school library in order to learn where the various materials are housed.<br>3. The students will list the titles of two of their favorite television programs.<br>4. The student will record the time they usually listen to the radio.<br>5. The students will record the number of times the phone is used at home during a certain day.<br>6. The students will take a field trip to one of the local media sites. | 1. Newspapers<br>2. School library<br>3. Media sites |

ELEMENT REFERENCE Educational Awareness

AREA Grade 2 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to relate basic skills development to life roles within the community by relating three skills learned in the classroom to those skills used outside of the classroom.<br><br>Teacher Notes and/ or Suggestions: | 1. Weigh and measure children. Have each child take his temperature, practicing reading the thermometer. Allow each child to keep a growth and temperature progress chart on these statistics.<br><br>2. Have each child keep a chart for a week on the time he wakes up in the morning, gets to school, eats lunch, goes home, eats supper and goes to bed. Emphasize the skill of telling time.<br><br>3. Utilizing the telephone company's learning apparatus, allow children to practice dialing their home telephone numbers as well as common emergency numbers.<br><br>4. Invite a weatherman to discuss the skill of reading a thermometer. Assign several students to read and keep a daily room temperature chart. Compare the room thermometer with the thermometer used to take body temperature. Other students can keep a room temperature chart of their bedroom at home. | 1. Scale, tape measure, body thermometer<br><br>2. Teacher prepared chart forms<br><br>3. Telephone company's learning-to-dial apparatus<br><br>4. Room thermometer<br><br>5. Let's Find Out about Weather (book) Watts Pub. Co. |

ELEMENT REFERENCE Career Awareness

AREA Grade 2 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will gain a knowledge of jobs necessary to maintain the community and their dependency on each other as well as the degree to which math is used in each occupation by listing community service jobs and the computational skills utilized.<br><br>Teacher Notes and/or Suggestions: | 1. Role play the interdependency of the various community helpers, such as the groceryman must do banking, buy clothes, visit the doctor, buy newspaper, etc.<br><br>2. Explore open-ended questions with the class: "How do community helpers use math to help meet the need of the school?" Examples: (1) Groceryman delivering lunchroom supplies, (2) milkman filling up milk box, (3) mailman delivering weekly reader.<br><br>3. Observe delivery truck unloading groceries in the lunch room, mailman making deliveries, milkman making deliveries, etc. Ask each how he uses math in his daily routine.<br><br>4. Discuss with students the necessity of maintaining a community and how different jobs relate to one another in providing services to the community. An example of this is the farmer grows food; the canning companies prepare it; the grocer sells it; and the student eats it. Explain how each step of this process requires math.<br><br>5. Elicit ideas from pupils about what workers produce-- both tangible products and intangible products, such as services.<br><br>6. Plan a field trip to several sites within the community to observe various workers; tell what mathematical skills must be learned in school to be able to do these jobs.<br><br>Ask questions which will reinforce the mathematical aspects of the experience. Such questions may be:<br>. What kinds of workers did you see on the trip? (How did they use math?) | 1. "Tne Community Where I Live" (book) Pierce, Mary L.<br><br>2. "Our Working World" Scientific Research Associates<br><br>3. At the Bank (book) Melmont Pub. Co.<br><br>4. Communities and Their Needs (book) Silver, Burdette Pub. Co.<br><br>5. About Friendly Helpers Around Town, (book) Melmont Pub. Co.<br><br>6. About the People Who Run Your City (book) Melmont Pub. Co.<br><br>7. Magazine pictures |

ELEMENT REFERENCE Career Awareness

AREA Grade 2 - Math continued

| Objective | Selected Activities | Resources |
|---|---|---|
| | . What do these workers do?<br>. What kinds of training do these workers need? (Special training in math?)<br><br>7. Make an experience chart with pictures cut from magazines used to illustrate activities dealing directly with math. | |

ELEMENT REFERENCE Decision Making

AREA Grade 2 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will analyze solutions to teacher and student-created math problems and be able to express them orally and in written form.<br><br>Teacher Notes and/ or Suggestions: | 1. Role play "Learning To Be a Shopper Bring in newspaper ads of food store prices. Have students select items which they would like to buy and estimate the total cost. After estimating the total cost, have students total their list of prices. Compare the estimate and the actual total. Look at the reasonableness of answers as a method of checking.<br><br>2. Set up a play store. Allow students to take turns role playing the cashier. Utilizing the lists prepared in activity 1, have students "purchase" items. Make sure cashier and customer count money, make correct change, etc.<br><br>3. Split students into groups to plan a party. One group will be responsible for writing the invitations, determining the length of time of the party, the number of invitations to be extended, the address of the place where the party is to be held, etc. Another group will be responsible for selecting or writing recipes (with the help of the teacher) for punch and cake. A third group will be responsible for making and preparing the correct number of place settings. If possible, carry out plans of party, actually preparing food using liquid measures, quantity, and other math related concepts. Also, determine the cost of the party. | 1. Newspaper ads of food store prices<br><br>2. Play money, cash register, food store items<br><br>3. Paper, crayons, recipes, scissors<br><br>4. Liquid measuring cups, cooking utensils and party items<br><br>5. Cooking Book and Fun with Cooking (Random House)<br><br>6. "Supermarket Workers" Filmstrip<br><br>7. Let's Go to a Supermarket (book) Putman Pub. Co. |

ELEMENT REFERENCE Self Awareness
AREA Grade 2 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will demonstrate capabilities and limitations of individuals by trying to perform five physical or mental tasks within their capabilities, and five physical or mental tasks beyond their capabilities.<br><br>Teacher Notes and/ or Suggestions: | 1. Have students demonstrate five physical or mental tasks they can accomplish in the second grade such as:<br><br>(a) Work simple addition problems.<br>(b) Read first grade science book.<br>(c) Recite the alphabet.<br>(d) Thread large-eyed needle.<br>(e) Walk around the school non-stop<br><br>2. After students have demonstrated activities they are easily capable of, have them try to perform five physical or mental tasks that are beyond their capabilities:<br><br>(a) Work long division problem.<br>(b) Read a sixth grade science book<br>(c) Recite a new poem<br>(d) Thread a needle with a very small eye.<br>(e) Run around the school non-stop.<br><br>3. Afterwards in a class discussion answer these questions:<br><br>(a) How did you feel about yourself when you did the easy task?<br>(b) How did you feel about yourself when you tried to do the hard task?<br>(c) When do you think you will be able to do these tasks?<br>(d) What will you have to do to be able to succeed in these tasks? | 1. Large-eyed needle<br><br>2. Small-eyed needle<br><br>3. Thread |

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ELEMENT REFERENCE Educational Awareness

AREA Grade 2 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will observe how basic skills development relates to life roles within science related fields in the community.<br><br>Teacher Notes and/ or Suggestions: | After viewing films or filmstrips on different science helpers and listening to science resource persons, the following activities will reinforce what students observed from the media.<br><br>1. WHO AM I?<br><br>Find each child a picture of a helper. The child acts as if he were doing his work. If the class cannot guess, they may ask for a clue, and the actor will tell one thing that the helper does for us. If they cannot guess, the actor will tell who he is and choose someone to take his place.<br><br>2. THINGS HELPERS DO<br><br>The teacher gives eight or ten children the name of one of the helpers. Two or three children are given the same helper's name. The teacher calls out one of the duties performed by a helper. The children with the helper's name stand up to indicate that they know the name of the helper who performs the duty.<br><br>EXAMPLE: Helps us when we are lost.<br>Puts out fires.<br>Brings the mail to our houses.<br>Helps us get well.<br>Helps us learn to read.<br><br>3. HOW DOES HE HELP?<br><br>Make cards containing the pictures of city helpers such as policeman, fireman, doctor. Hold up one card at a time and point to one child. He must tell you one way in which the helper helps us and how school helped him learn his skill. | 1. Various media on science helpers<br><br>2. Pictures of science helpers<br><br>3. Construction paper |

ELEMENT REFERENCE Career Awareness

AREA Grade 2 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will identify science jobs necessary to maintain the community and their dependency on each other. | 1. Through sequential exposure to tapes, filmstrips, picture books, and resource people, students will be introduced to these important science community helpers:<br>(a) Doctor<br>(b) Nurse and other people who have jobs related to medicine<br>(c) Scientist<br>(d) Science teachers<br>(e) Plumber and electrician<br>(f) Sanitation<br>(g) Weatherman<br>(i) Pilot<br>2. Students will role play these helpers, and the students in the class will decide who the worker is.<br>3. Students will display bulletin boards illustrating the role of the community helpers.<br>Upon completion of this unit, the students will be able to name the science community helpers, and the contributions that each makes, and the relationships among them. | "Hospital Helpers" SVE |

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ELEMENT REFERENCE Economic Awareness
AREA Grade 2 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will apply the principles of the money exchange system and the barter system by role playing each.<br><br>Teacher Notes and/ or Suggestions: | 1. THE BARTER SYSTEM<br><br>Role play the barter system by dividing class into four groups representing different material goods. The groups are:<br><br>(a) Clothes<br>(b) Food<br>(c) Shelter<br>(d) Luxury items<br><br>Have each group cut out twenty pictures from magazines representing their type of goods. After all groups have their goods, they are ready to begin bartering. When the bartering is over, they have achieved success if they have goods from each of the four groups.<br><br>2. MONEY EXCHANGE<br><br>Divide the class again into the same four groups as in the barter system role play. This time let each group set up a store for their type of goods. Give each group the same amount of play money to spend at the different stores. When the buying and selling is over the group who has the most money left and has goods from all the different stores will be the most successful group.<br><br>3. After both role plays, ask these questions in a class discussion:<br><br>(a) What did you like about both systems?<br>(b) What did you dislike about both systems?<br>(c) Which system did you like the best? | 1. Magazines<br><br>2. Play money<br><br>3. Scissors |

ELEMENT REFERENCE Decision Making
AREA Grade 2 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will list alternatives to hypothetical problems.<br><br>Teacher Notes and/ or Suggestions: | 1. Discuss hypothetical problems with the class. Ask students to pretend they have a certain problem and list three different ways they could react to or solve the problem. After listing three alternatives to problems, discuss which alternative is the best, and why it is the best.<br><br>Examples of such hypothetical problems that pertain to the classroom are as follows:<br><br>(a) Someone takes your lunch.<br>(b) Someone hits you.<br>(c) You see someone cheating or stealing.<br>(d) You find money that does not belong to you.<br>(e) Your crayon breaks.<br><br>2. Role play the different alternatives to a hypothetical problem. | List of hypothetical problems |

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ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 2 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will evaluate the importance of getting along with other people by performing an assigned group science task, and afterwards listing three positive and negative attitudes that helped or hindered the group work.<br><br>Teacher Notes and/ or Suggestions: | 1. Allow the class to divide into committees or interest groups to begin identifying directions and ideas for investigating a science unit. Have discussion period to get class suggestions for field trips, activities, materials, etc.<br><br>2. After the assigned task is accomplished in a class discussion have students list three positive and three negative attitudes that helped or hindered the group goals. Summarize the results of the evaluation and make a bulletin board on a "Good Worker" and a "Bad Worker." | class discussion techniques |

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ELEMENT REFERENCE Self Awareness

AREA Grade 2 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to cut five pictures from magazines and newspapers illustrating jobs that he is capable of performing.<br><br>Teacher Notes and/or Suggestions: | 1. Discuss the individual capabilities a person must have to be employed in the jobs the students select.<br><br>2. Have children identify their interests and capabilities and match these with the occupations they have selected.<br><br>3. Invite a resource person to visit the classroom. Through his discussion with the students, ask him to stress his strengths and limitations. | 1. Magazines and newspapers<br><br>2. Resource person |

ELEMENT REFERENCE Educational Awareness
AREA Grade 2 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to name three skills that are learned at school, and that are also needed by a carpenter.<br><br>Teacher Notes and/ or Suggestions: | 1. Invite a resource person (carpenter) to discuss his job and to demonstrate the safe use of tools. Point out that training and practice are necessary for using all tools and equipment. Also discuss the importance of reading, writing, and speaking to the carpenter's work.<br><br>2. Provide tools and materials to construct a classroom project. Set standards of safety before using the tools.<br><br>3. Cut out magazine pictures of various tools, equipment, and machines used in carpentry work and make a bulletin board showing all tools to be used in the classroom project. | 1. Resource person<br><br>2. Magazines<br><br>3. Tools<br><br>4. Materials for a classroom building project<br><br>5. School and Learning: Learning Is My Job (1967) (McGH) 10 Min. color and B/W (film) |

ELEMENT REFERENCE Economic Awareness
AREA Grade 2 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to list five expenses associated with work.<br><br>Teacher Notes and/ or Suggestions: | 1. Ask parents what expenses are involved in their work.<br><br>2. Discuss jobs which parents have, and the necessary expenses or costs (of transportation, parking, clothes or uniforms, lunch, refreshments, tools, books, etc.)<br><br>3. List on the chalkboard expenses the teacher has during the school year. (Some of these might be lunch, ballgames, clothes, bus.) Discuss necessary expenses and those which the student could do without. | 1. Parents<br><br>2. Chalkboard<br><br>3. "Family Members" SVE |

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ELEMENT REFERENCE Decision Making
AREA Grade 2 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will be able to write one personal goal which he feels is important, and will select a learning center in the classroom to help him attain his goal.<br><br>Teacher Notes and/ or Suggestions: | 1. Allow class choices relative to participation in special projects for social studies.<br><br>2. Provide opportunities to choose learning centers within the classroom to reach a personal goal which the student sets for himself/herself.<br><br>3. Discuss film, "School Problems: Getting Along with Others."<br><br>4. Set up a class problem. Let the students analyze alternatives to the problem and be able to express them orally and in writing. | 1. Learning centers for classroom<br><br>2."School Problems: Getting Along with Others"(Bailey films) |

ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 2 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will observe people at play and work and make a list of three or four behaviors that contribute to people getting along with other people.<br><br>Teacher Notes and/ or Suggestions: | 1. Discuss the importance of getting along with people.<br><br>2. Provide numerous opportunities for group work. Vary the membership of the group to allow each student to work with every member of the class. Discuss problems as they arise and let the students help solve the problems.<br><br>3. Plan an activity in which youngsters role play the various work roles in the restaurant. After the activity, have a discussion period to talk about children's feelings, their reactions to working together in a group effort to achieve a common goal. Stress the point of the necessity of working together, as demonstrated in the restaurant, and compare this need to other areas of living---home, school community, etc. | 1. Children and The Law (Cat. 1970) 12 teaching pictures and 12 resource sheets: "Respect Property" "Respect Others," "Honesty," and others teaching respect for law and rights of others, (Cook)<br><br>2. Courtesy for Beginners, 2nd edition (Cat. 1970) 11 minutes (COR) Color and B/W (film) |

# THIRD GRADE

ELEMENT REFERENCE Self Awareness - Employability Skills
AREA Grade 3 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will participate in group activities in a socially acceptable manner.<br><br>Teacher Notes and/ or Suggestions: | 1. The students will describe their participation in Brownies, Cub Scouts, teams, church groups, etc.<br><br>2. The students will role play situations involving various emotions.<br><br>3. The students will discuss and decide which of these emotions are socially acceptable and unacceptable.<br><br>4. The students will illustrate how to control the socially unacceptable emotions.<br><br>5. The students will list emotions which they displayed that day and state whether they were socially acceptable or unacceptable. | |

ELEMENT REFERENCE Career Awareness - Appreciations and Attitudes

AREA Grade 3 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will identify local workers in the community and the contributions of each.<br><br>Teacher Notes and/ or Suggestions: | 1. The students will write letters, using acceptable handwriting, to different community helpers, inviting them to speak to the class.<br><br>2. After schedule of resource persons has been made, the students will list questions to ask the resource person when he visits the classroom.<br><br>3. Play "Simon Says" (naming the occupation and then deciding if stated duty is correct or incorrect). | 1. Letter-writing materials<br><br>2. Resource persons |

ELEMENT REFERENCE Decision Making - Economic Awareness
AREA Grade 3 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will participate in a group decision-making process which includes consideration of economic factors.<br><br>Teacher Notes and/or suggestions: | 1. The students will compile a list of their "at home" rainy-day activities.<br><br>2. The students will determine which of these would be appropriate for classroom use.<br><br>3. Within an established price range, (price range of $5.00) they will decide on a new game to be purchased for classroom rainy-day activities. (Factors to be considered: number of players, time required to complete game, complexity of game, etc.)<br><br>4. The students will purchase the chosen game. | Five dollars |

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ELEMENT REFERENCE Skill Awareness - Educational Awareness

AREA Grade 3 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will begin to develop an occupational vocabulary by participating in selected activities.<br><br>Teacher Notes and/ or Suggestions: | 1. Each student will recite the names of six occupations.<br>2. From the names given, a spelling list will be prepared.<br>3. The students will be assigned an occupation for which they must bring a picture of a tool or process used by a worker engaged in the occupation.<br>4. The students will assemble a visual display of collected materials. | 1. Old magazines<br>2. Bulletin Board |

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ELEMENT REFERENCE Educational Awareness

AREA Grade 3 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand the similarities and differences between life roles and learned skills by completing one project from a list of alternatives in a predetermined length of time.<br><br>Teacher Notes and/ or Suggestions: | 1. Construct a model floor plan. List materials needed and measurements of these materials. Count the number of windows, doors and steps required in the plan. Have the children list the occupations connected with the above process.<br><br>2. Construct a simple birdhouse using plywood, hammer, nails, etc. Include linear measurements on the plans.<br><br>3. Measure the classroom to determine the size of a carpet to be placed on the floor and the number of gallons of paint which would be needed to repaint the room. Estimate the amount of time it may take to complete these tasks if actually done. (Teacher will prepare word problems relating to these tasks--such as how much time would be involved in completing the painting if one could paint X amount of feet per minute.)<br><br>4. Compute the cost of materials listed in activity 1. (Check with local store on prices.)<br><br>5. Take a field trip to the airport. Count the number of airplanes that leave or land at an airport during a certain period of the day. Time an airplane landing and taking off at airport.<br><br>Work problems to tell how far a plane traveled in a certain time traveling at a specific rate. Figure how long it takes to travel between certain cities. Have the students name the occupations they saw at the airport. | 1. Tim And The Tool Chest (book) Morrow Pub. Co.<br><br>2. Carpentry for Children (book) Sterling Pub. Co.<br><br>3. Come To Work with Us In House Construction (book) Putnam's Son Pub.Co. |

ELEMENT REFERENCE Economic Awareness

AREA Grade 3 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand our monetary system by successfully completing a predetermined number of monetary problems related to daily living.<br><br>Teacher Notes and/ or Suggestions: | 1. Have individuals compute gift budgets according to their Christmas lists and a given amount of money.<br><br>2. Talk about the different levels of math skills used in banking jobs. Identify certain positions and the type of math skills employed in each one. Some examples might be the bookkeeper and basic math operations and bookkeeping techniques, the accountant with high-level math and accounting abilities, the cashier with knowledge of basic counting skills, etc.<br><br>3. Provide practice in simple bookkeeping and mathematical operations by encouraging students to keep accurate records of deposits, withdrawals, debits and credits in checking and savings account. Obtain student checkbooks (from bank) to use in this acitivity. Students will self-check their balances and then tally with an adding machine to determine accuracy.<br><br>4. Devise word problems or simple interest problems using multiplication skills. Students will obtain interest rate figures on loans, savings and investments and figure the total interest involved on different amounts of money.<br><br>5. Provide role-playing situations in which the children act as office workers to determine costs of printing and of mailing information to the public, thus introducing the concept of the budget with a certain amount allotted for each expenditure.<br><br>6. Work with decimal places and money values to develop word problems related to expenses for fuel, food, lodging, materials, fees, etc., in planning a trip to a park for a vacation weekend. | 1. Resource people such as bankers, bookkeepers, cashiers, and accountants<br><br>2. Deposit and withdrawal slips, sample checks<br><br>3. The Story of Money and Its Safeguarding (book) Putnam's Son Pub. Co.<br><br>4. The True Book of Money (book) Children's Press Pub. Co. |

ELEMENT REFERENCE Career Awareness
AREA Grade 3 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will compare jobs of their parents and jobs in the community to jobs in general by researching the occupational world.<br><br>Teacher Notes and/ or suggestions: | 1. List science-related jobs available in the community.<br><br>2. List science-related jobs available in the region.<br><br>3. Make posters, scrapbooks, picture files, and bulletin boards depicting community and regional workers in the field of science.<br><br>4. Interview people in different science occupations, either in class or out of class, to determine:<br><br>(a) abilities necessary for specific jobs<br>(b) training requirements<br>(c) what the work actually consists of<br><br>5. Plan a field trip to a site where students may observe jobs in which science skills are used. In preparation for the field trip the pupils and teacher may plan to find answers to questions such as: What science skill is needed by each worker? | 1. Bulletin board materials<br><br>2. Field trips<br><br>3. Occupational Outlook Handbook, U.S. Dept. of Labor |

ELEMENT REFERENCE Economic Awareness
AREA Grade 3 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand the value of money in relation to his present life-style and to a possible career preference<br><br>Teacher Notes and/ or Suggestions: | 1. Select a science occupation in which you are interested. Investigate the requirements for entry into this occupation and the approximate salary. Imagine you are grown and working in this area. Tell some of your needs and wants. Will the money earned provide these?<br><br>2. Compare salaries for different science occupations.<br><br>3. List jobs children do for family and neighbors to show that the amount of money received varies according to the work done.<br><br>4. Make a plan for spending a weekly allowance.<br><br>5. Discuss the cost of school lunches.<br><br>6. Discuss use of allowance and importance of saving.<br><br>7. Discuss and show how a budget or plan for spending the family income can help families meet their needs and wants. | 1. Hutchinson: Coins & Currency (book) Follett Pub. Co.<br><br>2. Rosenfield: Let's Go to the U.S. Mint (book) Putnam Pub. Co.<br><br>3. Hine: Money Round the World (book) Harcourt Pub. Co. |

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ELEMENT REFERENCE Skill Awareness, Beginning Compentency

AREA Grade 3 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will demonstrate and evaluate the use of additional tools and their effect on life-style and future career choices.<br><br>Teacher Notes and/ or Suggestions: | 1. Assign simple task in the classroom to be done. Discuss tools, materials needed to perform the task.<br><br>2. Play the game "What's My Line" by having each child bring a tool or a picture of a tool used in science occupation. He shows the tool or picture to the class and tells the use of the tool. The class then guesses what occupation is represented by the tool. In this type of activity the student can tell the class if a worker should be physically strong to engage in this occupation, the amount of training that is required, etc.<br><br>3. Visit a high school chemistry and biology lab, and have the teacher discuss the proper care and use of simple tools and materials found in science labs. Demonstrate proper use of the tools and equipment in the lab.<br><br>4. Set up a science experiment for the students in which they can participate. Have the science teacher discuss the many jobs that use science laboratories. | 1. Pictures of tools<br><br>2. Various media<br><br>3. Resource person--high school chemistry or biology teacher<br><br>4. Biology and/or chemistry labs |

ELEMENT REFERENCE Self Awareness

AREA Grade 3 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will recognize that work requires each individual to have an understanding of himself and his needs.<br><br>Teacher Notes and/ or Suggestions: | 1. Discuss the importance of learning skills and their value in achieving individual goals.<br><br>2. Have student do an experience chart about himself. Help him to name learning skills that are important to his achieving certain goals.<br><br>3. Make the students aware of the different senses that help them learn about objects or events in the environment.<br><br>4. Pantomime an activity that the student does at home. After each pantomime, have the other class members guess what was done.<br><br>5. Have each student make a booklet about himself. | 1. Chart paper<br><br>2. Construction paper<br><br>3. Magic markers<br><br>4. Crayons |

ELEMENT REFERENCE Educational Awareness
AREA Grade 3 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The students will discuss skills that they have learned in school and will continue to use when they are adults.<br><br>Teacher Notes and/or Suggestions: | 1. Discuss with the students the importance of learning certain skills in order to participate in certain life roles.<br><br>2. Cut out magazine pictures depicting various careers in order to recognize the relationship between education and career preparation. Use small discussion groups to discuss kinds of educational experiences they think would be needed by the worker.<br><br>3. Select school subjects liked best. Discuss jobs that require this type of learning.<br><br>4. Name jobs that require skills similar to those that can be performed well by you.<br><br>5. Select skills that are a challenge, but will be learned in order that a special type of work can be performed.<br><br>6. Have a resource person (principal) come in and name skills he learned in primary school. Also ask if he uses any of these skills in his work.<br><br>7. The students may dramatize the following situations:<br><br>A man goes into a department store to buy shoes. No one can talk during the transaction. What problems will he encounter?<br><br>A waitress takes orders for food from four people at a table. She can't write. What problems will she have?<br><br>A man needs a job but can't read. What problems will he have? | 1. Resource person (principal)<br><br>2. Magazines |

ELEMENT REFERENCE Educational Awareness
AREA Grade 3 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| | A radio announcer doesn't speak well. What problems will he have? | |

ELEMENT REFERENCE Decision Making
AREA Grade 3 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will discuss important components of the decision-making process after having participated in an activity that required a decision.<br><br>Teacher Notes and/ or Suggestion: | 1. Discuss with the students the importance of identifying alternatives, selecting the alternative most consistent with one's goals, and taking steps to implement a course of action.<br><br>2. Discuss the fact that a decision may not always be accepted by others.<br><br>3. Instruct students to work together with other members to construct a flannel board depicting what a community worker does. Cutouts from magazines, student drawings, or photographs may be used. This activity is followed by a class discussion pointing out that decisions made about the flannel board affected the outcome.<br><br>4. Discuss personal factors which influence decisions.<br><br>5. Provide opportunities in special-interest areas not chosen by the majority.<br><br>6. Discuss responsibility. Each person is responsible for his/ her goals. Provide opportunities for class to set goals and to be responsible for accomplishing the goals. A special project might be devised for this purpose. | L. Kit-Awareness: Focus on Self-Development, SRA<br><br>2. Magazines<br><br>3. Community Helpers Set I, McGraw Hill |

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ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 3 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will choose a community member and learn about ways that this member is helpful to him, his family and his classmates.<br><br>Teacher Notes and/ or Suggestions: | 1. Have each student select a community worker and relate him/her to the needs of his family.<br><br>2. Make a career booklet on jobs in the community. Label each and give one duty performed.<br><br>3. Role play a job and show how the community member helps all people.<br><br>4. Invite a resource person to visit the classroom. | 1. Resource person |

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# FOURTH GRADE

ELEMENT REFERENCE Self-Awareness - Career Awareness
AREA Grade 4 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will relate his interests and abilities to occupations as evidenced by his ability to match his hobbies and talents to prospective careers.<br><br>Teacher Notes and/ or Suggestions: | 1. Instruct each student to list his hobbies.<br><br>2. Have each student list the two subjects which he likes best, and also the two subject in which he makes the best grades.<br><br>3. Have each student list an occupation related to each of his hobbies.<br><br>4. Decide if the subjects listed are important for the occupations listed. | |

ELEMENT REFERENCE Educational Awareness - Employability Skills
AREA Grade 4 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will relate language arts skills to employment.<br><br>Teacher Notes and/ or suggestions: | 1. Role play persons seeking jobs with local businesses and industries.<br><br>2. Have other students role play the personnel department employees.<br><br>3. Write a paragraph selecting one of these titles: "Why I Got the Job" or "Why I Did Not Get the Job." | |

ELEMENT REFERENCE Economic Awareness - Appreciations and Attitudes
AREA Grade 4 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will recognize that people work for a number of reasons.<br><br>Teacher Notes and/ or Suggestions: | 1. Have each student ask two people living in his community to name two reasons why they work.<br><br>2. Compile a list of the findings from the interviews conducted.<br><br>3. Determine which responses were given most often by using the prepared list.<br><br>4. Write a paragraph entitled, "My Reasons for Wanting to Work." | Community workers |

ELEMENT REFERENCE Skill Awareness - Decision Making

AREA Grade 4 - Language Arts

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will experience the decision-making process in the selection of qualified class officers.<br><br>Teacher Notes and/ or Suggestions: | 1. List the officers needed in an organization.<br><br>2. Discuss and determine the personality traits and skills important for each officer.<br><br>3. Conduct an election for selecting class officers. | |

ELEMENT REFERENCE Skill Awareness, Beginning Competency
AREA Grade 4-Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will understand and master the use of tools for measurement by choosing a preferred occupation from a prepared list and completing the related task.<br><br>Teacher Notes and/or Suggestions: | 1. Homemaker - Choose a recipe which utilizes the concepts of liquid and solid measures--follow directions for completion and bring result to class. Explain to class what measuring procedures were used to complete project.<br><br>2. Weatherman - Keep record of daily temperatures in the classroom for one week. Chart and/or graph the temperatures and compute the daily changes.<br><br>3. Farmer - Compute the following problems:<br><br>A cow requires on the average 50 lbs of forage, or silage, per day. How much will a herd of 20 cows require?<br><br>A farmer gets 10 tons of silage per acre. How much will he get from 4 acres?<br><br>A farmer gets $8.41 per 100 lbs. of milk. How much money will he get for 200 pounds?<br><br>A gallon of milk weighs 8.6 lbs. How many gallons is a hundred pounds of milk?<br><br>An average cow gives 3 gallons of milk per milking. How many gallons will she give per day if she is milked twice a day?<br><br>Milk is 3.5% cream. From 100 gallons of milk you will get 3½ gallons of cream. Show this on a graph. | 1. Teacher's list of occupations and related tasks<br><br>2. How We Get Our Dairy Foods (book) Benetic Press Pub. Co.<br><br>3. What Does A Forest Ranger Do? (book) Dodd, Mead<br><br>4. Carpentry For Children (book) Sterling Pub. Co.<br><br>5. And Everything Nice: The Story of Sugar, Spice and Flavoring (book) Harcourt, Brace and World Pub. Co.<br><br>6. Skywatchers: The U.S. Weather Bureau in Action (book) McKay |

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ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 4 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| | 4. Park Ranger<br><br>a. Work simple word problems, using mileage charts to and from destinations of park sites in Alabama. Include simple maps.<br>b. Work simple word problems, using fees or prices for services or equipment at State Parks to utilize addition, subtraction, multiplication and division skills.<br>c. Do exercises with different mileage figures to demonstrate rounding skills. Use the number ray (line segment) to illustrate this principle.<br>d. Use various park systems to illustrate the set theory--such items as the set of all state parks, the subset of parks with both cottages and campsites, the subset of parks with lakes for swimming or fishing, etc.<br>e. Utilize the skill of enumeration of items in a series by role-playing activities as a park ranger counting number of cars that have visited the park in one day or one week, as a forestry aide counting the number of seedling trees to be set out, as a fish hatchery worker counting the number of small fish to be sent to a particular lake or river. | 7. Alabama maps showing park sites |

ELEMENT REFERENCE Employability Skills

AREA Grade 4 - Math

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will participate in active groups in order to develop individual and group goals.<br><br>Teacher Notes and/or Suggestions: | 1. Set up small-amount, money-saving goals related to a class picnic or party.<br><br>2. Write down some things "we want." After the list is complete, divide it into things which can be obtained or accomplished quickly and those which are long range.<br><br>3. Describe ways to accomplish those goals that are long range. Ask, "How do we know they are long range?"<br><br>4. Divide the tasks among the students and have them set individual goals for completing their tasks. Make sure each student calculates the amount of money necessary to accomplish his task, and the amount of time necessary for preparation. | |

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ELEMENT REFERENCE Career Awareness

AREA Grade 4 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will classify science job clusters according to similarities of job performance.<br><br>Teacher Notes and/or Suggestions: | 1. Have students preview various media on science careers.<br><br>2. List science jobs on individual strips of paper. Label four shoe boxes with these career cluster titles from the United States Office of Education:<br><br>Agriculture-Business and Natural Resources Occupations<br><br>Environmental Control Occupations<br><br>Health Occupations<br><br>Marine Science Occupations<br><br>Have students classify the science jobs according to their similarities in job performances, by putting the strips of paper into the proper shoe boxes.<br><br>3. After students have guessed jobs, take each box and discuss how the jobs are alike and why they were put in the respective boxes. | 1. Media on science careers<br><br>2. Four shoe boxes |

ELEMENT REFERENCE Decision Making
AREA Grade 4 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will realize the value of goals in life-style decisions as evidenced by their ability to develop their own goals, carry them out, and evaluate them.<br><br>Teacher Notes and/ or Suggestions: | 1. Conduct group discussion of the value of setting personal and group goals in accomplishing a task.<br><br>2. Tape record a simulated class discussion with all children talking at the same time. Play back the tape and analyze the need for setting goals for classroom activities.<br><br>3. Plan cooperatively, certain goals to be reached by the class and make a goal chart, with a "reason why" chart related to the goals.<br><br>4. Discuss with students written goals to be accomplished in any given science unit. After all goals have been discussed, make a grade contract with the students on how many of these goals he plans to accomplish during the study of the unit. Before the student signs the contract make him aware of the grade he will receive after he accomplishes the goals he has set for himself.<br><br>5. Evaluate the degree to which contracts are fulfilled. | Tape Recorder |

ELEMENT REFERENCE Skill Awareness, Beginning Competency
AREA Grade 4 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will make one model of each of the six simple machines and demonstrate their uses to the class.<br><br>Teacher Notes and/ or Suggestions: | 1. After students have studied a unit on the six simple machines, divide the class into six groups and assign each group one of the simple machines to build and demonstrate to the class.<br><br>2. Verbally decide how the simple machines help do work. Have students find magazine pictures of machines showing the different principles of the six simple machines. Classify the pictures into the proper catagories in a bulletin board display. | 1. Media on the six simple machines<br><br>2. Magazines |

ELEMENT REFERENCE Employability Skills

AREA Grade 4 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will participate in groups, in order to develop individual and group goals, by planning a balanced menu.<br><br>Teacher Notes and/ or Suggestions: | 1. Display a chart illustrating what constitutes a balanced diet. Discuss with the class the foods they like to eat and what they should eat.<br><br>2. Discuss serving a hot lunch each day in the lunchroom. Take a trip to the lunchroom to observe the following procedures:<br><br>Menu - planning<br>Market order preparation<br>Food order placed on telephone<br>Food delivered by trucks<br>Recipes are followed to prepare food<br>Many workers are involved<br>Food is served<br>Cleaning (children carry plates to counter)<br><br>3. Divide the class into groups of 4-6, and have each group make a poster on a balanced one-day menu. Pictures of food can be taken from magazines to add to their posters. After each group has finished ask them if they accomplished their goals. | 1. National Dairy Council Charts on Balanced Diets and Food Groups<br><br>2. Magazines, scissors, poster paper |

ELEMENT REFERENCE Appreciations and Attitudes

AREA Grade 4 - Science

| Objective | Selected Activities | Resources |
|---|---|---|
| Students will interview adults and find positive and negative attitudes toward the wage earner's job, and summarize findings.<br><br>Teacher Notes and/ or Suggestions: | 1. Send the following survey sheet home by each student in order to question parents or other adults on wage earning jobs.<br><br>What is a "Wage Earning Job"?<br><br>Student's name _____ School _____ Grade ___ Boy _____<br><br>Teacher _____ Date _____ Girl _____<br><br>Ask the following questions to at least one job holder:<br><br>a. Do you have a wage-earning job? _____<br>b. What is your job? _____<br>c. What do you like about wage-earning? _____<br>_____<br>d. What do you dislike about wage-earning? _____<br>_____<br>e. Do you prefer wage earning jobs or jobs with set salaries? _____<br><br>2. Discuss with the class their findings. Have class decide if more people interviewed preferred or disliked wage-earning jobs. | Survey sheets on wage earning jobs. |

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ELEMENT REFERENCE Educational Awareness

AREA Grade 4 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will engage in activities designated to show reasons why education is vital to a good career.<br><br>Teacher Notes and/ or Suggestions: | 1. Make a totem pole naming different kinds of jobs. Let each child select a job of his choice.<br><br>2. Initiate a discussion of educational requirements vital to many occupations, by asking children to imagine that they were grown and working. Suggest to the pupils that occupations require some type of special education in school or out of school.<br><br>3. Develop a story concerning education for workers. Conclusions that the children have reached will be included.<br><br>4. Pantomime jobs selected from the totem pole.<br><br>5. Read related books and report findings to the class about advantages and disadvantages concerning a job choice.<br><br>6. Conduct a poll of neighborhood workers. Ask the following questions:<br>a. Did you have to go to high school to get your job?<br>b. Did you have to attend college to get your job?<br>c. Did your employer train you after he hired you?<br>d. Could you have gotten your job without any job education?<br><br>The children will tabulate the results and reach some conclusions on the basis of their findings. Let each student chart his findings on one large chart. | 1. Pole tree stand<br><br>2. Cardboard<br><br>3. Scissors<br><br>4. Markers<br><br>5. Crayons<br><br>6. Student-made costumes (make from Paper)<br><br>7. Suggested titles:<br>Green, Carla<br>I Want to be a Truck Driver<br>Children's Press Pub. Co. 1958<br><br>8. Chart paper |

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ELEMENT REFERENCE Career Awareness

AREA Grade 4 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will research a career cluster in the Occupational Outlook Handbook.<br><br>Teacher Notes and/ or Suggestion: | 1. Discuss career clusters with the students.<br><br>2. Make a classroom chart listing the world of work clusters as suggested by the United States Office of Education<br><br>3. Teach students to use the Occupational Outlook Handbook.<br><br>4. Have students research two jobs under each of the clusters. Write a short paragraph describing the job and listing the qualifications and duties of each. Place in a career notebook. | 1. Occupational Outlook Handbook<br><br>2. Poster Paper |

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ELEMENT REFERENCE Economic Awareness

AREA Grade 4 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will participate in setting up a business in the classroom to learn the process of production and distribution of goods and services.<br><br>Teacher Notes and/ or Suggestions: | 1. Take students on a field trip to a company that makes a product. This should help them understand the process of production and distribution of goods and services.<br><br>2. Set up a business in the classroom. Let the students make a product and go through all the necessary steps to get their product to the consumer. | 1. Field trip<br><br>2. Materials necessary to make the product. |

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ELEMENT REFERENCE Decision Making
AREA Grade 4 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will describe in one paragraph the need for goals in life-style decisions.<br><br>Teacher Notes and/ or Suggestions: | 1. Discuss typical life-styles of selected people with whom students are associated. Were goals needed in order to make the particular life-style decision?<br><br>2. Let the student identify factors that limit his choices.<br><br>Assign each class member a written report on the factors which he things will determine what his career will be. Could this career have any effect on life-style?<br><br>3. Help the class realize how their valid need for personal gratification influences decisions they make. This need should be placed in proper perspective with other needs. | |

ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 4 - Social Studies

| Objective | Selected Activities | Resources |
|---|---|---|
| The student will learn about workers that could help the home during illness<br><br>Teacher Notes and/or Suggestions: | 1. Display pictures of family workers. Under each picture tell how he/she affects the home.<br><br>2. Role play family-related health problems depicting situations that might occur in the home.<br><br>3. Interview a health care or social worker. Find out what the worker does to help families. | 1. Pictures of family workers<br><br>2. Names of workers to be interviewed |